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ABSTRACT

Studies and characteristics of compensatory education programs at two Florida junior colleges are described in this report. A study at Miami-Dade Junior College dealt with a program designed to teach the bottom 10 per cent of students as indicated by scores on the Florida Twelfth Grade Test. Experimental group students participated in a remedial program (which emphasized the social sciences and humanities), while control group students attended regular courses. Criterion measures were first- and second-semester GPA's, the Nelson-Denny Reading Test, attrition rate, and second-semester course success. Results indicated comparable performance on all measures by each group. Another study at Miami-Dade was conducted simultaneously with a Florida Task Force on Testing investigation involved with describing the underprepared student and differentiation among students in the Florida junior college program. The Miami-Dade study supported the Task Force finding that a large number of underprepared students have some psychological disturbances, and that a number of those surveyed had some type of organic impairment. At North Florida Junior College, a Guided Studies Program was developed for those who scored lower than 100 on the Florida Twelfth Grade Test. Courses taken in this remedial program emphasized reading, word study, and attitude improvement. About 70 per cent of those successfully completing the program have performed satisfactorily in university-parallel courses. (JO)

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RESEARCH AND COMPENSATORY EDUCATION:

WHAT ARE WE DOING?

The proceedings of a workshop sponsored by the Florida Community Junior College Inter-institutional Research Council at the annual meeting of the Florida Educational Research Association in Jacksonville, Florida, January 1970.

Contributors: *Dr. Michael I. Schafer*
Moderator and Associate Director
FCJC-IRC

Dr. John Losak, Director of
Counseling, Testing, and Research
Miami-Dade Junior College

Dr. James Sollie,
Director of Research
North Florida Junior College

Edited by: *Winston T. Bridges, Jr.,*
Research Assistant
FCJC-IRC

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Introduction

In January, 1970 the Florida Community Junior College Inter-institutional Research Council sponsored a workshop on compensatory education in the junior college at the annual meeting of the Florida Educational Research Association held in Jacksonville, Florida. The purpose of this workshop was to consider the problems and accomplishments of research and evaluation of compensatory education.

The workshop began with formal presentations which were followed by discussion. Dr. Michael I. Schafer, Associate Director of the IRC, introduced the presentations made by Dr. John Losak of Miami-Dade Junior College and Dr. James Sollie of North Florida Junior College. The knowledge and experience displayed by Losak and Sollie regarding research and development of compensatory education programs will undoubtedly be of value to their colleagues in the field. The IRC is happy to be able to reproduce this portion of the workshop proceedings for the benefit of its member institutions.

Editor

June, 1970

Dr. Michael Schafer

Let me begin the afternoon session by introducing myself. My name is Mike Schafer and I am the Associate Director of the Florida Community Junior College Inter-institutional Research Council. The Research Council is a consortium of fifteen community colleges in Florida, including Miami-Dade--being represented by Dr. John Losak today--and North Florida--being represented by Dr. James Sollie.

The reason we have been asked to organize today's workshop is two-fold. Dr. Vynce Hines of the University of Florida contacted me because it appears that on a statewide basis there aren't many titles which have the name "research" and "junior college" in them at the same time. As a former student of Dr. Hines, he asked whether I could organize a workshop at the FERA Convention around what appeared to be appropriate problem areas in the community colleges.

There are many major research areas that have come up again and again before the Research Council. After some discussion, we chose the topic "Research on Compensatory Education in the Community College."

In order to frame the comments and discussion somewhat, I would like to read to you a draft definition sent to me by Dr. Harold Kastner, Assistant Director of the Division of Community Colleges, State Department of Education. This is an initial effort by the Division to define compensatory education.

DRAFT DEFINITION OF COMPENSATORY EDUCATION

> Compensatory education as discussed, has a somewhat broader meaning than that definition included in the new regulations to be issued through the State Department of Education. The enclosed definition represents a restriction for all administration of the limited funds involved. While this definition is still a draft it appears to be acceptable to the current regulations committee:

(7) Average daily attendance in compensatory education programs as provided in Section 230.765 (1)*, Florida Statutes, shall be based on the number of students enrolled in programs approved by the director. A compensatory education program consists of a group of interdependent activities and special types of educational experiences designed to meet the specific academic and personal needs of educationally disadvantaged students whose need for such programs of special instruction results from poverty, neglect, delinquency, curriculum deficiencies, cultural attitudes, cultural or linguistic isolation from the community at large. A compensatory education program must include attention to subject matter remediation, development of competencies, and change of attitudes. It is addressed to bridging the gap between high school and college and to increasing the likelihood of success at the entry level of any certificate or degree program of the college.

A full-time student who is beyond the age of 18 years who meets the criterion for educationally disadvantaged and whose screening shows need for cognitive and affective compensation not provided in courses described in the General Adult Education section of DOE Bulletin 70H-18 in order to succeed in a regular certificate or degree program may be enrolled in a compensatory program.

As Dr. Kastner pointed out, this definition should not serve to restrict our discussion in our workshop on compensatory education, but it should serve as a focus on what the State Department might refer to as compensatory education in funding situations.

The questionnaires which have been handed out to you are our efforts to frame tomorrow's session of the workshop. If you will note in the program, the initial part of today's workshop will be a presentation by Dr. Losak and Dr. Sollie, after which we will have a Questions & Answers Period with the audience and Mrs. Roberta Dees and Mrs. Marsha Raulerson. Mrs. Raulerson is a member of the IRC staff and Mrs. Dees is involved with compensatory education at Lake City Junior College. Tomorrow's session will be framed largely by the questions for research and directions for research in compensatory education which result from today's session.

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*Currently Section 230.0115(1), Florida Statutes. Section 230.0115(1) will subsequently be changed to Section 230.765(1).

Dr. John Losak

My impression of the meeting today is that with a small group, we can be as informal as possible, asking questions and exchanging ideas as we go along.

I would like to talk about some of the research designs we have used at Miami-Dade and some limitations of these designs. Miami-Dade is ten years old and we have had, almost from the first year, a compensatory education program of some type. By and large, this program has been defined operationally, as most programs are, in terms of a particular score on an achievement test, in this case, the Florida Twelfth Grade Test or the School and College Ability Test. A particular percentile level was selected on the basis of our knowledge of students' general educational abilities. Test scores, along with considerations based on space needs and administrative philosophy, determined the remedial group. All three of these variables need to be considered in defining the number of students to enter a particular remedial program. We cannot base the definition on the need for education alone, since space, faculty and funds are also major factors.

From the first, evaluations of these programs have been conducted. The most general kind of evaluation is teacher evaluation. We have had various committees reporting to their colleagues and to the administration to achieve this form of evaluation.

A more formal study was conducted in 1964 of the remedial program which we had at that time. This study indicated that the remedial program did salvage a fair number of students, and that the program was providing opportunity for students to achieve at a higher level than one would ordinarily expect and to achieve a grade point average which would enable them to graduate.

In 1966, some of us began to look at the area of remedial education with a view toward developing a design that would permit us to evaluate the program more rigorously than had been done before. Our primary concern in the design was to have a meaningful control group--one that was selected at random and denied placement in the remedial program--even though, by all criteria, the students met the entrance requirements of the remedial program. There are a number of problems associated with taking students randomly and not permitting them to enter a remedial program. It is an unusual research design in remedial education, and a literature search disclosed only two or three studies which have used this particular design.

A small federal grant was obtained to initiate the project which got underway in the fall of 1967 with a formal, and what turned out to be a rigorous evaluation of the remedial program. The remedial program, as it existed at the time, consisted primarily of English and reading as a combined course. It was designed to teach the bottom 10 percent of students as indicated by the Florida Twelfth Grade Test. This was not a total evaluation of the program because mathematics and chemistry courses were also offered. However the emphasis was on the English and reading combination course.

The design consisted of taking every sixth student who was eligible for the remedial program and not permitting him to enter the program . The student did not know he was eligible. The teachers instructing the regular college level English courses did not know that some students being placed in their classes did not qualify based on the test scores. By all standards, this was a "real control group" in that the students were randomly placed and that neither the teacher nor the student was aware he was

participating in an experiment. We also worked only with full-time students, which was another qualification.

Another basic problem in evaluation, of course, and perhaps more basic than any I have mentioned thus far, has to do wtih criterion measures. By what criteria did we measure success or lack of success of the program? The criterion measures were first semester GPA, second semester GPA, retesting on the achievement measure administered at the beginning of the term, namely the Nelson-Denny Reading Test, attrition rate, and success in courses in the second semester which were keyed to the general education program--Social Science and Humanities. The question being asked was, "Would those students who went through the remedial program and those like students who did not go through the program differ significantly on any of these variables?"

Very briefly, the results indicated that those students in the Control Group did as well on all the measures as those students in the remedial program. They did as well on the reading retest, as well in grade point average, and as well in the Humanities and Social Sciences courses, with a few minor exceptions. That, so far, has been the major study of the remedial program at Miami-Dade. I would like to mention briefly two other studies on remedial programs with which I have been associated.

First is one conducted through the Florida Task Force on Testing and funded through the NDEA. This study was an attempt to use individual psychological tests and medical tests to describe the population at different junior colleges and to determine whether these measures could, in fact, differentiate among students in the junior college programs. Selected for participation were Santa Fe Junior College and Daytona Beach

Junior College. The Task Force worked as a unit on this particular project for a couple of years, with four consultants--three from the University of Florida and one from Florida State University.

As a pilot study, this could not be described as an experiment in any sense, but two or three things stand out. First of all, blood tests, hearing tests and eye tests did not discriminate among any of the students. Remedial students did not differ from students who scored 300 or above on the Florida Twelfth Grade Test. Secondly, there was a high incidence of emotional disturbance among the remedial students as indicated by the profiles of the MMPI. Another factor which stood out was that, on the WAIS, nearly all students scored 100 or more Full Scale I.Q., and there was a very wide range of intelligence among these students who, as defined only by an achievement test, would be considered remedial students. We had some students with a Full Scale score above 120 on the WAIS, which, as you know, is in the top 8 percent of the population. On the Florida Twelfth Grade Test, these students scored in the bottom 25 percent.

This finding is fairly typical, as those of you know who have worked with remedial students, but it means reemphasizing time and again the need for individual psychological measures and individual intelligence measures. Such was the theme of this particular project; namely, that the so-called homogeneous group of students as measured by the Florida Twelfth Grade Test, or any other achievement test, is in fact simply not homogeneous. As we attempt to put these students into a single remedial program and teach them as if they were homogeneous, we become perpetrators of a common pedagogical error with the students as our unwitting victims. Again, this is not a new concept, nor was it presented as such in the report of

this study. It was simply a reemphasis, on the junior college level, of the need to look at individual differences and perhaps to develop a prescribed program based on these differences which are found among the so-called compensatory or remedial education students.

A third and very similar study conducted simultaneously at Miami-Dade was one in which individual psychological examinations were administered by clinicians, including one in private practice in Miami, to a non-random sample of remedial students. These students were administered the WAIS, Bender-Gestalt, and House-Tree-Person, and the results were evaluated by four separate individuals, each experienced in interpreting psychological examinations.

This last study supports the findings of the study conducted by the Task Force on Testing in that a very high incidence of psychological disturbance was evidenced by the students. In addition, it was discovered that 17 percent of the students had some organic impairment. I think this is another factor about which we have done little in terms of curriculum development. It would appear that on the basis of this study there are a fiarly large number of students in our compensatory programs who have some type of organic impairment.

Those are the three major studies which have been conducted and completed. I would like to close by mentioning one study which we have underway which is slightly different in research design emphasis. As the result of the evaluation of our remedial program, the basic instructional approach for remedial students was changed at Miami-Dade. This past fall the students were grouped together under one administrative unit referred to as the "Community College Studies Program."

This program is designed for those students who score at or below the 25th percentile on the Florida Twelfth Grade Test, providing them a total package of remediation with the goal of achieving more than the traditional improvement of their scholastic level of functioning. There is an attempt to work with attitudes toward education and self with the focus on intra-psychic dynamics. An evaluation of this program is underway, and is proceeding along "design six" as described in the Campbell and Stanley article, "Experimental and Quasi-Experimental Designs for Research."* The important factor in this research design is the feature of no pretesting. The students are selected randomly, and the assumption is made that the variables are distributed randomly among the groups, so that any differences in post-testing can be attributed to differences in whatever is interjected as treatment.

This design, incidentally, is not very easy to sell. Most people feel uneasy without pretesting, so you might want to carry around some copies of Campbell and Stanley if you are intent on using this approach. This reminds me of another comment I should make, of which all of you are probably keenly aware. That is, the success of a research program depends on the understanding and support of the administration. At Miami-Dade, we have had excellent cooperation and financial support from the administration. When we needed a psychologist to do psychological evaluations, the monies for this were found; when we requested approval for the random placement of students, this was readily provided. Without this kind of administrative research support, projects such as these cannot operate.

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*Donald T. Campbell and Julian C. Stanley, Experimental and Quasi-Experimental Designs for Research (Chicago, Ill.: Rand McNally & Company, 1963).

In our evaluation of the Community College Studies Program, we have two control groups. One control group is taking specified courses; the other control group, also randomly selected, is taking the regular college level English course and whatever other courses they happened to select during their freshman year. The dependent variables are going to include a measure of self concept, a measure of attitude change, and the traditional measures of attrition rate, improvement of grade point average, and improvement in second semester courses.

Are there any questions at this point?

Dr. Michael Schafer

What are the unique features of the Miami-Dade compensatory education program as it now exists which have led to these research designs?

Dr. John Losak

Several features may be unique. One to which I referred earlier is that the program is under one administrative unit. Another is the use of four counselors--who work solely with students in the Community College Studies Program. A great deal of their effort is vocationally oriented, but there is also a heavy emphasis on personal counseling. This is considered a vital aspect of the program, but how unique it is I'm unsure. Other colleges may also assign full-time counselors for this purpose. A third feature is that success may be defined in a number of ways other than simply having the students do well in, for example, English 102. I think this is critical for remedial programs. That is to say, the program may be successful if the student comes to have enough self-understanding to realize that it's time for him to get a job and that further college education is not going

to help him that much in his own life. If the point is to have each person maximize his own self potential, it may be that this kind of vocational and personal knowledge can be viewed as a success in a remedial-compensatory program, though this is not a generally held view.

Dr. Michael Schafer

If I may at this point I would like to have Dr. Sollie speak from a somewhat different home base situation. For those of you who may not be familiar with North Florida Junior College it is located in Madison, Florida which is about 50 or 60 miles east of Tallahassee in one of the more sparsely populated rural sections of Florida.

Dr. James Sollie

I was amazed and fascinated by the previous speaker's discussion of design. I was pleased with the discussion, but I have to admit that in our Guided Studies program at North Florida Junior College there was no formal design at all.

We, at Madison, are in a section which is a kind of flattened-out area of Appalachia. I came to North Florida Junior College at the beginning of the second year of a small guided studies program. The second year study was to be in the form of a trial program to determine the most effective way to carry out a guided studies program in the future. However, there was no research design as such. It reminded me of a little group of men who had volunteered to build a tiny country church during the great depression. Somebody said, "Let's get organized!" and they went at it with a vengeance. Well, that's what happened with the Guided Studies Program at North Florida Junior College.

A lady who was a specialist in reading was asked to head up the program the first year. She did an excellent job, even though the program was hastily arranged and poorly organized. More about this later on.

North Florida Junior College has had a cut-off score of "100" (Florida Twelfth Grade Test) for any student entering the college in a university-parallel program of regular credit-earning courses. If a student didn't score at least 100 on the test, he simply did not take college-level courses for credit. An additional part of the screening process was a series of placement tests to measure readiness in mathematics, English, science, and reading. These pre-tests were administered to all incoming freshmen (except to those with Florida Twelfth Grade Test scores less than 100) to determine their readiness and proficiency in those critical areas. The original idea was that those earning very low scores in these academic placement tests would take remedial work in the Guided Studies Program.

The reading specialist who administered the program the first year was white. Since it was suspected that there would be a number of black students, the college probably made an unwise decision: they overloaded the teaching staff of the Guided Studies Program with black teachers. I speak advisedly when I say this decision was unwise. The black students felt that they were being discriminated against by being assigned nearly all black teachers. The white students in the program felt that this preponderance of black teachers set the program off as different than any other of the college programs. I found that this was one of the reasons that there were not more white students coming into the Guided Studies Program.

Another factor in keeping the total enrollment at a low level was the fact that the guided studies student was not really considered a college student (not taking courses for credit), and thus the male students were eligible for the draft. The college administration couldn't do a thing about it in the way of preventing their induction. The guided studies students were considered as pre-college students taking pre-college courses. The attrition rate was higher than it would ordinarily have been because Uncle Sam reached into the class and drafted some of the students before they got half way through the first term, since they were not listed as college students carrying a college load.

From its very inception, the Guided Studies Program at North Florida was organized almost totally around the teaching of academic subjects. The subject areas included were: Reading, English, Mathematics, Social Studies, and General Science. The students attended classes five days a week from eight o'clock in the morning until three o'clock in the afternoon, with an hour off for lunch. Since, with such a schedule, they were totally involved in academic pursuits, they had almost no opportunity to become identified with any other college activity. In my opinion, these students as a rule did not consider themselves as a real part of the regular student body, nor did the regular college students so consider them. Sometimes, the guided students (or some of them) did become involved in night activities that were not smiled upon as part of the accepted curriculum.

Each of the black teachers associated with the Guided Studies Program had originally been associated with the Suwanee River Junior College. They had come to teach at North Florida Junior College when the Suwanee River Junior College was

phased out. These instructors were part of our fine heritage from Suwanee River Junior College. All of them were excellent instructors. The mathematics teacher, Alma McKinney, is recognized as one of the better instructors on North Florida Junior College campus. She graciously consented to teach the mathematics section of the Guided Studies Program; this was one of the more fortunate things which happened to our program. The other two black instructors who came into our program were also very high calibre teachers.

I was asked to come and direct the program for a year while the original director was away doing advanced study. Actually there was little opportunity for me to make any drastic changes in the program which I had inherited, either in arrangement or content. The program had already been underway for one year, but my assignment, under a Federal grant, was to study the effectiveness of what had been done, make as many helpful innovations as possible under the existing framework, make suggestions as to most effective procedures as to screening, administration, and student promotion, as well as best teaching procedures, use of testing and teaching instruments, clarification of objectives for the program, and write up and disseminate the report.

At the same time I was hired, the school also employed a reading specialist, trained at the University of Indiana. This lady was a "whiz," a hard worker, an innovator, an excellent teacher, and a person committed to the idea of giving personal help to every student. She devoted two hours every day (morning) to the reading program. Her "reading" program involved much more than the improvement of reading and development of reading skills; it included studies of word

backgrounds, study skills, use of the dictionary and reference books, reading the daily newspaper, and periods of discussion of men and events in the news.

With reference to reading the daily paper, we subscribed to the Florida-Times-Union and used it as a living text book, spending some fifteen or twenty minutes with it every morning. In addition to this extra aid, we had a large color television set in the classroom. Students spent a little time each day listening to the Today Show and other news and personality-related programs. They thus became quite familiar with the names and current issues in the news. This increased their interest in the newspapers, which they began taking home with them after school. They reported that their families, also, had become interested in reading the newspaper each day, a practice they had not previously pursued. We thought this was an excellent non-measurable result of our Guided Studies Program.

Our groups were small; the most we had during any one term was twenty-three students. Data on these twenty-three and the others involved in the program are given in the printed report I have made - these are the reports I have distributed, and if there are not enough, I have plenty more.

In our program, although several academic areas were included, we set our emphasis on reading, word study, and attitude change. More about reading and word study later. In the area of attitude our work was cut out for us. It seemed to me that the students entertained the idea that they were not a part of anything - that is, not a part of anything that pertained to the college. They were not in the mainstream of college life. They had the idea that this course was worse than high school, for in high school they were a part of a way of life; whereas in the

Guided Studies Program the instructors were promoting a totally academically oriented program. Be it said to our credit, we did try to make the academic subjects as interesting as possible.

Our Guided Studies students came to us with Florida Twelfth Grade Test scores ranging from a cumulative percentile score of eight to scores in the middle nineties (out of a possible total cumulative percentile score of 495). Most of the scores were in the neighborhood of forty to fifty percentile points. Early in my association with the Guided Studies Program I determined that score on the Twelfth Grade Test was not a good single criterion for placement in a guided studies program. Consequently, I did some research on this.

I went back to the records and secured the Florida Twelfth Grade test score for all students entering North Florida Junior College as freshmen in the Fall of 1968. For each student I compared his performance on the English and Mathematics sections of the Florida Twelfth Grade Test with his performance in English 100 and 101 and Mathematics 104 and 106 taken during the Fall term of 1968. I found that the English and Mathematics section scores of the Florida Twelfth Grade Test were very poor predictors for grades earned in English 100 and 101 and Mathematics 104 and 106. The correlation between the Florida Twelfth Grade Test math and the North Florida Junior College math scores was .19. The correlation between the Florida Twelfth Grade Test English and the North Florida Junior College English course grades was about .22. This was very little better than no correlation at all. Partly as a consequence of these findings, North Florida Junior College is not going to use the Florida Twelfth Grade Test score as a criterion for admission to

the college after the 1969-70 terms are over. However, the Florida Twelfth Grade Test score will be used as one factor among several others in determining placement in specific sections. The other factors will include high school grades, college placement test scores, and subjective appraisal made by the college counseling staff.

There is one other reference to the Florida Twelfth Grade Test which I must make. The Guided Studies students had to take the test over at the end of the first term, and at the end of each subsequent term they were in the program. This was necessary because the requirement still held that one could not go up to the regular college program until he had earned the magic "100." This was a weakness, however, because I found myself "teaching for the test" in spite of my best efforts to do otherwise. I think this was also true to a certain degree with each of the teachers. Since the "100" criterion has now been abandoned, teachers are no longer tempted to do this kind of coaching. Under the new set-up, if the director and the teachers involved recommend that a student is ready to handle regular college work he is allowed to enroll in the credit courses.

Most of the students who entered the program stayed through the term. Only the students who were drafted into the military service left before the term was over. Some of the students, who did not achieve well enough in academic subjects, nor advance enough in reading skill, nor score high enough on the Florida Twelfth Grade Test, were advised to go into a second term of the Guided Studies. Most of these came back. During the second term, the student was permitted to take as many as six hours of college credit work in addition to his work in Guided Studies.

A very few students became discouraged and gave up the fight. One of the students went "through" three or four times trying to make enough progress to go on. She finally did worse on the Florida Twelfth Grade Test than she had scored before she entered the program. She left - mad at the program, mad at the school, and mad at me.

About 70 percent of those who successfully completed the Guided Studies program and began taking university parallel courses have done satisfactorily enough academically that they are not on suspension or probation. Several of the students are making in the B- range, but most in the middle and low C range.

One of our handicaps was that of faculty attitude. Some of the faculty members (not the Guided Studies personnel) seemed to have the attitude that there are only two routes for students to go: university or vocational school. Since they saw only the two possibilities, these faculty members couldn't see the sense of wasting good money in remedial and compensatory efforts to get these students ready to live in a college atmosphere and strive for the ultimate goal of senior college training. After all, had they not proved themselves academically incompetent already? Since we had a vocational program at North Florida Junior College, why not send them over there to start with? I found this idea prevalent with some all the way through.

The original Guided Studies program at North Florida Junior College was begun on an indefinite basis, with the hope that when the more formalized second year of operation (the year that was federally funded) was completed, a basis for permanent operation of some type of Guided Studies program might be found. Actually the program is continuing for a third year, with plans for its continuance.

At the end of the second year (during which year I headed up the program), I recommended that the program be tremendously expanded or drastically reduced, but never to stay like it was then operating. Regardless of who operated the program in its present form, you had little more than a lame-duck continuation of high school. In fact, sometimes we had to use pre-high school approach rather than pre-college approach. Probably we were not going about the matter in the right manner - too much academic subject matter and not enough attention to changing the attitudes and purposes of the individual students. I am still convinced that most of our students could have been handling a reduced load of regular college work (except for reading and English composition) had they been motivated enough and had they not had such histories of academic failure up to the time they came to us.

I further recommended that in the future the Guided Studies Program at North Florida Junior College be in three steps or phases. Those who were very low in all phases of academic achievement and demonstrated proficiency would be placed in a total guided studies program with emphasis upon reading, word study, some basic English and mathematics. These students would also be permitted to take as much as six hours of regular college work along with their remedial program. Regardless of how low they had scored on any of the criterion placement tests, and regardless of the fact that they were having to take much remedial work, if they were at the same time taking one or two college courses for credit they could feel that they were really in college.

The second phase of the suggested program (the intermediate step) would

involve all students who fell below a certain criterion score on their Iowa Silent Reading Test and on the accepted English placement test, but had not scored low enough to be in the total Guided Studies program. These would take the remedial and developmental reading course and the more concentrated English course described below. The group in this phase would probably make up about 30 percent of all entering freshmen. This would require tremendous expansion of the number of classes in the basic reading development and improvement course.

The third phase of the suggested program would involve those students who had very poor scores in specific areas of the Florida Twelfth Grade Test and/or other placement tests, even if their total Florida Twelfth Grade Test was very high. If their grades were low enough to indicate the need, they would be required to take the intermediate course in that area instead of the regular course. An example of this would be English 100 instead of English 101. Our catalog specifies that satisfactory completion of English 100 meets the general education requirement of English 101, the difference in the two courses being that the students spend five hours a week in the 100 class whereas he would only spend three hours a week in the 101 class. North Florida has adopted this phase with respect to English, Mathematics, Science, and Reading.

In Phase Three the student would be in a directed remedial, compensatory, or developmental - whatever you want to call it - course in the area of his weakness, regardless of how well he had achieved in other areas.

With the discarding of the "magic 100" criterion score of the Florida Twelfth Grade Test for admission into the university parallel program at North Florida

Junior College, North Florida Junior College will really be an "open door" institution, accepting any and all students who come with a high school diploma or its equivalent. There would be no difference in the fees paid by any admitted student, regardless of whether or not he was assigned to regular or remedial work.

We further recommended that the 100-level courses the number of students per teacher be limited to twenty (preferably fifteen). This, the academic dean assures me, will be implemented.

Well, this is not the record of a research design, but it is an honest account of what happened.

Editor's Comments

Educational "Packages"

Workshop participants expressed a desire to have the IRC investigate the availability of educational packages from commercial sources. Several of these so-called packages were reported to be on the market by participants during the discussion period. Consequently approximately fifty publishing houses were written letters requesting information regarding such packages. Information concerning curriculum areas covered by the packages, research related to the efficacy of the materials, cost of materials, and the firm's state representative was requested. Unfortunately these requests produced in almost all cases what might be called a knee-jerk reaction from the publishers. A flood of colorful brochures which did not contain the requested information was received. There is no doubt that community college faculty members have already received this type of material.

The Affective Domain

An additional request made by workshop participants was that the sources of instruments useful in measuring student self concept and attitudes be investigated. Fortunately there are a number of useful references available. While there may be other equally adequate references in existence the following were readily apparent to the editor. Dr. William W. Purkey has written several short books specifically for teachers. His booklet, The Search for Self: Evaluating Student Self Concepts,*

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*Florida Educational Research and Development Council Research Bulletin 3, No. 1 Gainesville, Florida: F.E.R.D.C., College of Education, University of Florida, 1968, One dollar.

is primarily concerned with available self concept measures and their uses. Purkey's newest book, Self Concept and School Achievement,* deals more broadly with the notion of self concept and its relationship to schooling as well as available instruments A particular instrument that has been used productively in a Florida junior college,** is Dr. I. J. Gordon's How I See Myself Scale.

Valuable references which treat a broad range of affective instruments include:

> The Sixth Mental Measurements Yearbook. edited by O.K.Buros (Highland Park, New Jersey: The Gryphon Press, 1965).
>
> Scales for the Measurement of Attitudes. M.E.Shaw and J.M.Wright (New York: McGraw-Hill Book Co., 1967).
>
> Improving Educational Assessment and An Inventory of Measures of Affective Behavior edited by W.H.Beatty (Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1969) paperback. $3.00.

No matter how appealing and interesting many of these instruments may appear, a word of caution is in order. Any attempt at using or interpreting the results of an instrument should be done with the guidance of a person skilled in such matters. This is particularly so when one considers the low levels of reliability displayed by some scales.

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*Paperback available through Prentice-Hall, Inc., 1970.

**Johnnie R. Clark and Rose Mary Ammons. "Identification and Diagnosis of Disadvantaged Students," Junior College Journal, Vol. 40, No. 5, February, 1970, p. 13+. The scale may be purchased from its author at the University of Florida. Also see "A Test Manual for the How-I-See-Myself-Scale" available through F.E.R.D.C.

What Are We Doing?

The remarks of Drs. Losak and Sollie will help us in answering the question posed in the title of this paper. The nature of research activity related to compensatory education varies widely from campus to campus as can be seen from the formal presentations. Older and larger schools may have research programs that are more developed than those of newer and smaller schools. Nevertheless, it would seem obvious that the administration and operation of any community college program can benefit by research activity.

Although evaluational research in community colleges may be in a developmental stage, its direction is encouraging and seems to have born useful fruit. Dr. Losak's expressed preference for experimental research or research using control groups would appear to be particularly important in regard to compensatory education. This is so because compensatory education students may be at the "low end" of the distribution in relationship to the total student population when measured by most test instruments. Upon retesting this group of students will achieve at a higher level or move toward the mean of the distribution due to the test instrument's imperfect correlation with itself. This "regression effect" and other artifacts may be effectively controlled by the use of designs involving control groups or a time series approach.* Increasing sophistication in research design is a needed development and is, indeed, encouraging.

Another very interesting and significant finding mentioned by both Sollie and Losak is that the usual group academic achievement tests used to identify and place

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*See Campbell and Stanley.

compensatory education students such as the Florida Twelfth Grade Test may be inadequate. Sollie noted that this test did not correlate well with academic achievement. And Losak found that a broad range of intelligence existed among compensatory education students when measured by individual intelligence tests. These findings seem to emphasize the need for well trained and skilled counselors to work with these students as well as an increased enlightenment of teaching faculty as to the characteristics of their students.

Finally, both speakers addressed themselves to the point of broadly conceived goals for compensatory education programs. There appears to be a movement away from the notion that such programs should exist only to remediate the student so that he may enter "college level" English or mathematics. The goals of helping the student to achieve personal adjustment as well as suitable employment have been made explicit. If junior colleges are to be more than the first two years of college - if junior colleges are to become community colleges in a meaningful sense, then perhaps a better balance between student and institutional needs must be struck.

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